GRADE 6 LANGUAGE ARTS CURRICULUM SPECIFICATIONS

REVISED

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The Language Arts Curriculum Specifications for Achievement Tests in Grade 6 were prepared in July, 1981, by a committee of classroom teachers, Language Arts consultants, and Alberta Education personnel, under the direction of the Curriculum Branch. These specifications were revised and validated in January, 1982. Alberta Education acknowledges with appreciation the contributions of the members of the Grade 6 Language Arts Committee.

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The two major criteria for the Grade 3 Language Arts Achievement Tests were used as the criteria underlying the *curriculum specifications* for the Grade 6 Language Arts Achievement Tests. The criteria are:

1. to be based wholly on the *Program of Studies for Elementary Schools, 1978* (amended 1981),

2. to reflect the wholeness of the Language Arts program through integrating a taxonomy of levels of *thinking* with the various *communication skills*. These include the receptive components of listening, viewing, reading, and the expressive components of speaking and writing.

WEIGHTING FACTORS

Varied emphases are reflected in the system of weighting *frequency* (time spent) and *importance*.

1. Time Factor

   The Curriculum Specifications Committee recommended frequency ratings from 5 (high frequency) to 1 (low frequency) comparable to the amount of time spent in class mastering the various *concepts* (e.g. Supporting Details) and percentage weightings on the Language Arts *skills* (e.g. Listening). When and where percentage weightings are given, a range from 5 to 10 percent is suggested. The one exception is Reading, for which 25 percent of time is recommended. For example, it is advised that 25 - 35 percent of class time be spent on *writing concepts* while a moderate amount of class time be spent on *main idea* because it is categorized as a 3.

2.  Importance Factor

    The *importance* factor, separate from the *time* factor, is represented by the letters A, B, C, D as follows:

    A - Extremely important
    B - Very important
    C - Important
    D - Somewhat important

    The objective *main idea* weighted 3B, therefore, means an average amount of time is spent on it (3) and it is very important (B). [See Table 3]

For further clarification of *curriculum specification* concepts, readers should refer to the concept and skill statements in the *Program of Studies for Elementary Schools*, 1978 (revised 1981).

Table 1 outlines the percentage range of classroom time suggested for each of the communication skills.  Table 2 outlines the time suggested for each of the taxonomic levels.  Table 3 presents detailed *curriculum specifications*.

Table 1

Grade 6 Language Arts Total Curriculum

| MODALITIES | PERCENTAGE RANGE |
|------------|------------------|
| WRITING    | 25 - 35          |
| READING    | 25               |
| VIEWING    | 10 - 15          |
| LISTENING  | 15 - 20          |
| SPEAKING   | 15 - 25          |
| TOTAL      | 100              |

Table 2

Grade 6 Language Arts

| TAXONOMIC LEVELS | TIME WEIGHTING IN PERCENT |
|---|---|
| I. LITERAL UNDERSTANDING | 10 - 20 |
| A. Recognizing and Recalling | |
| II. INFERENTIAL UNDERSTANDING | 20 - 30 |
| A. Inferring<br>B. Interpreting<br>C. Predicting<br>D. Concluding | |
| III. APPLICATION | 25 - 35 |
| A. Locating and Organizing<br>B. Classifying<br>C. Synthesizing | |
| IV. EVALUATION | 10 - 20 |
| A. Distinguishing<br>B. Judging Appropriateness<br>C. Judging Worth, Desirability, and Acceptability | |
| V. APPRECIATION | 10 - 20 |
| A. Responding | |
| TOTAL | 100 |

Table 3

Grade 6 Language Arts Curriculum Specifications

| TIME WEIGHTING IN PERCENT* | | IMPORTANCE** FREQUENCY*** | LISTENING 15 – 25% | VIEWING 5 – 10% | READING 20 – 30% | SPEAKING 15 – 25% | WRITING 20 – 30% |
|---|---|---|---|---|---|---|---|
| 10 – 20% | I.  LITERAL UNDERSTANDING | | | | | | |
| | A.  Recognizing and Recalling | | | | | | |
| | 1. main idea | 3B | x | x | x | | |
| | 2. supporting details | 3B | x | x | x | | |
| | 3. vocabulary (contextual [semantic, syntactic], phonetic, and structural) | 3B | x | x | x | | |
| | 4. sequence | 2B | x | x | x | | |
| | 5. direction (procedures) | 3B | x | x | x | | |
| | 6. comparison and contrast | 2C | x | x | x | | |
| | 7. classification | 2C | x | x | x | | |
| | 8. character traits | 3C | x | x | x | | |
| | 9. relationships (e.g. cause and effect) | 4B | x | x | x | | |
| | 10. conventions of the language (e.g. mechanics, levels of usage) | 4D | x | x | x | | |
| | 11. feelings and emotions | 2C | x | x | x | | |
| | 12. structure of language (e.g. syntax) | 4D | x | x | x | | |
| | 13. forms of literature (e.g. fairy tale, limerick) | 5C | x | x | x | | |
| | 14. elements of the writer's craft (e.g. author's purpose, point of view, rhythm, sensory image) | 4C | x | x | x | | |

* Weighting code (based on what the teachers recommended):
Percentages represent *time spent*

** 
| A | B | C | D |
|---|---|---|---|
| Extremely Important | Very Important | Important | Somewhat Important |

*** 
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| High Frequency | | | | Low Frequency |

High Frequency ——————————————→ Low Frequency

| TIME WEIGHTING IN PERCENT* | | IMPORTANCE** FREQUENCY*** | LISTENING 15 - 25% | VIEWING 5 - 10% | READING 20 - 30% | SPEAKING 15 - 25% | WRITING 20 - 30% |
|---|---|---|---|---|---|---|---|
| 20-30% | II. INFERENTIAL UNDERSTANDING | | | | | | |
| | A. Inferring | | | | | | |
| | 1. main idea | 3B | x | x | x | | |
| | 2. details | 3C | x | x | x | | |
| | 3. vocabulary (contextual [semantic, syntactic], phonetic, and structural) | 4A | x | x | x | | |
| | 4. sequence | 3B | x | x | x | | |
| | 5. comparison and contrast | 3B | x | x | x | | |
| | 6. classification | 3C | x | x | x | | |
| | 7. character traits | 3B | x | x | x | | |
| | 8. relationships (e.g. time and distance, cause and effect) | 4B | x | x | x | | |
| | 9. structure of language | 5B | x | x | x | x | x |
| | 10. elements of writer's craft (e.g. author's purpose, point of view, mood, theme) | 4B | x | x | x | | |
| | B. Interpreting | | | | | | |
| | 1. body language (e.g. facial expression, voice quality) | 1B | x | x | | | |
| | 2. figurative language (e.g. simile, metaphor) | 2B | x | x | x | | |
| | 3. feelings and emotions | 3B | x | x | x | | |
| | 4. role of reader/writer, viewer/illustrator, speaker/listener | 2B | x | x | x | x | x |
| | C. Predicting | | | | | | |
| | 1. predicting outcomes | 4A | x | x | x | | |
| | D. Concluding | | | | | | |
| | 1. drawing conclusions | 4A | x | x | x | | |
| | 2. making generalizations | 4A | x | x | x | | |

| TIME WEIGHTING IN PERCENT* | | IMPORTANCE** FREQUENCY*** | LISTENING 15 – 25% | VIEWING 5 – 10% | READING 20 – 30% | SPEAKING 15 – 25% | WRITING 20 – 30% |
|---|---|---|---|---|---|---|---|
| 25–35% | III. APPLICATION | | | | | | |
| | A. Locating, Organizing, and Using | | | | | | |
| | 1. information from a wide variety of sources (e.g. bibliography, dictionary, thesaurus, resource person) | 5A | x | x | x | x | x |
| | B. Classifying | | | | | | |
| | 1. wide variety of forms of expression (e.g. myth, poem, report, conversation) | 3B | x | x | x | x | x |
| | C. Synthesizing | | | | | | |
| | 1. formation of sensory images | 3B | x | x | x | x | x |
| | 2. use of increasingly complex forms or structures of language (e.g. precise words, modifiers, kinds of sentences) | 4A | x | x | x | x | x |
| | 3. use of increasingly widening contexts | | | | | | |
| | a) in a variety of forms (e.g. report, biography) | 4A | x | x | x | x | x |
| | b) for a variety of audiences (e.g. peer group, newspaper readers) | 2A | x | x | x | x | x |
| | c) for a variety of purposes (e.g. to entertain, to persuade) | 4A | x | x | x | x | x |
| | d) in a variety of situations (e.g. class assembly, personal use) | 4A | x | x | x | x | x |
| 10–20% | IV. EVALUATION | | | | | | |
| | A. Distinguishing | | | | | | |
| | 1. reality/fantasy | 2B | x | x | x | x | x |
| | 2. fact/opinion | 3B | x | x | x | x | x |
| | 3. plausibility/exaggeration | 3B | x | x | x | x | x |

| TIME WEIGHTING IN PERCENT* | | IMPORTANCE** FREQUENCY*** | LISTENING 15 - 25% | VIEWING 5 - 10% | READING 20 - 30% | SPEAKING 15 - 25% | WRITING 20 - 30% |
|---|---|---|---|---|---|---|---|
| | B. Judging Appropriateness | | | | | | |
| | 1. structure of language (e.g. syntax) | 4B | x | x | x | x | x |
| | 2. conventions of language (e.g. proofreading, formal/informal language, punctuation, volume, pitch) | 4B | x | x | x | x | x |
| | 3. level of attention according to purpose | 1B | x | x | x | x | x |
| | 4. adjustment of rate to suit purpose | 1B | | | x | x | x |
| | C. Judging Worth, Desirability, and Acceptability | | | | | | |
| | 1. ideas (e.g. absurdity, feelings, humor) | 2B | x | x | x | x | x |
| | 2. importance of acceptable social behavior | 3B | x | x | x | x | x |
| 10-20% | V. APPRECIATION | | | | | | |
| | A. Responding | | | | | | |
| | 1. emotional reaction to content | 4B | x | x | x | x | x |
| | 2. author's use of language | | | | | | |
| | a) different types and forms of literature | 1B | x | x | x | x | x |
| | b) elements of the writer's craft | 2B | x | x | x | x | x |
| | c) delights and pleasures of language | 1A | x | x | x | x | x |
| | d) visual and auditory imagery, rhythm in language | 3A | x | x | x | x | x |

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